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AUTHOR Robinson, Carol
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ABSTRACT

This report describes results of a survey on school-based budgeting (SBB) in the Albuquerque, New Mexico, public schools (APS). SBB began in the 1986-87 school year at 33 of the 116 APS schools and alternative schools, with 16 elementary, 11 middle, and 6 high schools, participating in the first year. A total of 131 responses were received from the 33 pilot schools, with 31 (24 percent) of the respondents representing the high schools, 55 (42 percent) representing the middle schools, and 45 (34 percent) representing the elementary schools. Ninety-two (70 percent) of the respondents affirmed that school-based budgeting offers advantages not found in centralized budgeting systems. Background, evaluation design, and results for the program are presented. The survey form included four open-ended questions: (1) how SBB helped meet each school's needs; (2) what advantages over a centralized budget system were experienced; (3) any problems experienced with the implementation of SBB; and (4) recommendations and/or requests for 1987-88 continuation of the SBB plan. A summary of responses for the four questions is provided. Appended is a sample form of the SBB survey. (SI)

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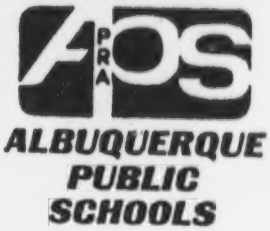

725 University, S.E.
Albuquerque, New Mexico 87106

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January, 1987

SCHOOL-BASED BUDGETING - PILOT YEAR
SURVEY STUDY OF PILOT SCHOOLS

ADMINISTRATIVE SUMMARY

The pilot year of school-based budgeting (SBB) was begun in the 1986-87 school year in 33 of the 116 APS schools and alternative schools, with 16 elementary, 11 middle, and 6 high schools, of which two were alternative high schools, participating in the first year voluntary effort.

In order to solicit input for planning for the second year of SBB, pilot schools were surveyed regarding their experiences during the first six months of the program. Multiple copies of a survey form, consisting of four open-ended questions, were distributed to the 33 pilot schools' principals, with a request that copies be given to all members of each school's Program Planning Committee.

One hundred and thirty-one (131) replies were received from the 33 pilot schools, including 31 from high school, 55 from middle school, and 45 from elementary school respondents. Categories and numbers of respondents were: principals, 18; support staff members, 16; teachers, 72; parents, 23; students, 1; and other, 1.

All replies were analyzed using standard data aggregation and content analysis techniques. Responses were reviewed and reported by level for summary information and for each survey item.

RESULTS

Ninety-two (70%) of the 131 respondents responded "yes" when asked if school-based budgeting offers advantages not found in centralized budgeting systems. Of the three levels of respondents (high school, middle school, and elementary school), the strongest positive response was observed at the middle school level, where 82% of the respondents answered in the affirmative.

In response to questions regarding problems of implementation and recommendations for change, items mentioned with considerable frequency dealt with the time required for the process; the need for clearer definitions, guidelines, and procedures; and problems associated with different and difficult bookkeeping demands at the school level.

In response to a survey item which requested that respondents indicate changes their schools had been able to make as a result of school-based budgeting, a list of 55 changes in areas of personnel, instructional programs and materials, equipment, staff development, and "other" areas resulted.

Respondents who indicated problems with school-based budgeting cited as examples of such problems the extremely limited amount of money, the excessive time demands to accomplish the process, and the limited flexibility for change.

SCHOOL BASED BUDGETING - PILOT YEAR
SURVEY STUDY OF PILOT SCHOOLS

BACKGROUND

For the first year of the School Based Budgeting (SBB) Plan, which was implemented during the 1986-87 school year, 33 APS schools participated in a voluntary group to pilot the SBB approach in one of three categories: operational budget only, Chapter 1 budget only, or both operational and Chapter 1 budgets. The following chart reflects the number of elementary, middle, and high schools which participated in each budget category:

Number of Schools, By Level, in Pilot Year of SBB

	Operational Only	Chapter 1 Only	Both Operational & Chapter 1	Total By Level
Elementary	4	6	6	16
Middle School	6	1	4	11
High School	3	0	1	4
Alternative High Schools	2	0	0	2
Total:	15	7	11	33

EVALUATION DESIGN

In preparation for the 1987-88 budget call and subsequent training sessions for SBB in the 1987-88 school year, all 1986-87 pilot schools were surveyed regarding their experiences, opinions, and perceptions regarding SBB. Multiple copies of survey forms were sent to each pilot school principal, with the request that copies be provided to all members of each school's Program Planning Committee (PPC).

Although survey forms were completed anonymously, each respondent was asked to provide demographic information regarding the school's level (elementary, middle school or high school), the respondent's relationship to the school (principal, support staff, teacher, parent, student, community member, or other), and the budget category in which the school participated (operational, Chapter 1, or both). The survey form itself, which is appended to this report, included four open-ended questions regarding (1) how SBB helped meet each school's needs, (2) what (if any) advantages over a centralized budget system, were experienced with SBB, (3) any problems experienced in the implementation of SBB, and (4) recommendations and/or requests for 1987-88 continuation of the SBB plan in 1987-88.

RESULTS

A total of 131 responses were received, with 31 (24%) of the respondents representing the high schools, 55 (42%) representing the middle schools, and 45 (34%) representing the elementary schools.

High Schools

As mentioned, four comprehensive high schools and two alternative high schools participated in the pilot year of SBB. Thirty-one respondents completed the survey instrument. In addition, a memo regarding SBB was submitted to Dr. Mary Nebgen by the Chairman of the High School Principals' Association, which reflected the combined views of the four high school participants.

The following chart reflects the high school level distribution of survey respondents:

High School Survey Respondents by Category

Respondent Category	Operational Budget Only*	Both Operational & Chapter 1**	Total
Principal#	5	0	5
Support Staff	1	0	1
Teacher	14	5	19
Parent	4	1	5
Student	1	0	1
Community Member	0	0	0
Other	0	0	0
Total	25	6	31

* 3 High schools and alternative schools
** 1 High school
\# Included assistant principals

A slight majority of high school respondents offered positive views regarding the SBB plan and its potential as a useful way to improve schools' ability to meet the individual and unique needs of students and community. Over one-third of the high school respondents expressed optimism that after the to-be-expected "growing pains" are over, the SBB plan will go more smoothly. Another one-third expressed negative observations and expectations, or a general lack of trust of the process.

Middle Schools

Eleven (11) middle schools were included on the list of SBB pilot schools provided by the APS Budget Office. Of these, six (6) piloted operational SBB, one (1) piloted Chapter 1 SBB only, and four (4) piloted both operational and Chapter 1 SBB approaches.

Fifty five (55) responses were received from middle school respondents, including 28 from schools piloting SBB in the operational category only, one (1) from the school piloting Chapter 1 SBB only, and 26 from schools piloting SBB in both operational and Chapter 1 budgets.
The distribution of respondents was as follows:

Middle School Survey Respondents By Category

	Operational SBB Only	Chapter 1 SBB Only	Both Operational & Chapter 1 SBB	Totals
Principal	4	0	2	6
Support Staff	5	0	3	8
Teacher	16	1	16	33
Parent	3	0	5	8
Student	0	0	0	0
Community Member	0	0	0	0
Other	0	0	0	0
Total:	28	1	26	55

Middle school survey respondents were overwhelmingly positive in their views towards SBB. Although some respondents, especially teachers, acknowledged specific difficulties in implementing the plan, most were quick to add that difficulties encountered "were worth it."

Elementary

Sixteen (16) elementary schools participated in the first year pilot of SBB. Of these, four (4) participated in operational SBB only, six (6) in Chapter 1 SBB only, and six (6) in both operational and Chapter 1 SBB.
The distribution of respondents was as follows:

Elementary Survey Respondents By Category

	Operational SBB Only	Chapter 1 SBB Only	Both Operational & Chapter 1 SBB	Totals
Principal	3	2	2	7
Support Staff	1	1	5	7
Teacher	6	3	11	20
Parent	2	2	6	10
Student	0	0	0	0
Community Member	0	0	0	0
Other	1	0	0	1
Total:	13	8	24	45

Of 45 elementary respondents, 26 (58%) felt SBB is a positive move and 19 (42%) offered negative or mixed reactions to the plan. Many of the 26 affirmative respondents expressed positive expectations for the future of the SBB plan, but acknowledged that very little had materialized yet. Several mentioned the limited amount of flexible money (one teacher said $200), or that the small size of most elementary schools is a limiting factor, because most funds are tied up in personnel and required programs or expenses.

Although the 19 respondents who responded negatively constitute less than half of the total elementary survey pool, most of them expressed their concerns in considerable detail and with, in many cases, firm conviction that SBB is "not currently a good way to go," at least for the elementary level.

Many elementary respondents voiced a plea for more frequent training of school staffs involved in SBB, especially for principals and secretaries. It was interesting to note that some respondents' answers reflected some confusion between SBB and other non-SBB funding or school improvement activities, which may support their requests for SBB clarification and training.

Seven elementary teachers expressed negative views, some strongly, about the time required and intrusion of "administrative" duties (of SBB) into "valuable teaching time," and lack of pay for involvement in the SBB process. Many of these respondents stated that the limited benefits of SBB did not justify the time required.

SUMMARY OF RESPONSES

ITEM 1. HOW HAS SCHOOL BASED BUDGETING HELPED YOU IN MEETING YOUR SCHOOL'S NEEDS THIS YEAR?

High School

High school respondents were divided in their response to this question. While twelve (12) respondents mentioned specific improvements (listed below), an even larger number (14) indicated no change in school personnel's ability to meet their own needs. Three respondents did not know how SBB had helped; one parent acknowledged that SBB "has been somewhat helpful, but at a tremendous cost in manpower." A special education teacher noted that even though money was not available to implement the proposed changes, the process itself was worthwhile.

Those high school respondents who indicated SBB has been instrumental in improving programs offered the following specific improvements:

Instructional

- Additional dollars for supplies
- Shifting of funds to areas of need, for improved services to staff and students

Personnel

- Custodial overtime
- Modification of staffing pattern to meet specific needs and improve efficiency:
  - Secretary instead of campus aide
  - .6 FTE teacher and 1.0 FTE aide instead of 1.0 FTE teacher
- Extended counselors' schedules, with pay
- Additional money for professional leave for teachers

Other

- Additional phone lines to help with attendance

Middle School

Fifty of the 55 respondents responded to this item by listing from one to six improvements made possible by SBB. One teacher indicated that, although his/her school had made no changes this year, they were already planning for next year. One enthusiastic teacher wrote, "We got everything we needed! Super!"

SBB was utilized in many ways by middle school participant schools. Specific areas mentioned by respondents included:

Equipment

- Additional equipment
- Purchase of a computer

Instructional

- Reading books and materials
- Staff development enhancement by providing additional SIS time, substitutes and professional leave
- Additional funds for supplies
- Additional money for direct purchase
- Additional science supplies
- Developmental (remedial) science program; purchased extra textbooks needed
- Materials to assist in development of test taking skills
- Additional orchestra class
- Library books
- New study skills program
- Textbooks for all students, even for new program(s)
- Classroom set of transition mathematics textbooks for pre-algebra approach
- Focus on metric week

Personnel

- Addition of media center para-professional who provides valuable assistance to teachers
- Full-time attendance office coverage
- Extra custodial help
- Teachers' stipends for special planning and/or training
- Modified staffing pattern to meet specific identified needs
- Additional .5 counselor
- Additional .5 teacher;
- Additional 1.0 teacher
- Full-time school nurse (for special emphasis on wellness)
- Additional Chapter 1 aide
- Additional secretarial help
- Addition of staff for timeout room
- Special teacher learning seminar program
- Full-time nurse's aide

Staff Development

- Staff development enhancement by providing additional SIS time, substitutes and professional leave
- Special teacher learning seminar program

Other

- Money for school pride and activities

While almost all respondents mentioned one or more of the above listed areas, the positive response was not unanimous. Three respondents did not know how SBB had helped, and one respondent indicated that SBB had not helped with the Program Planning Committee's top priority, which was "funds for positive reinforcement." Ninety-one percent of the middle school responses to this question, however, were overwhelmingly positive.

Elementary

Twenty-nine respondents offered specific answers to this item; ten knew of no SBB-caused improvements; and six offered positive statements indicating that, although no major changes were realized this year, future changes are anticipated.

According to survey respondents, SBB helped elementary schools meet school-identified needs in the following ways:

Instructional

- Special programs
- Addition of special drama component
- School supplies
- Purchased services (ex: for orientation)
- Able to maintain previous year's level of support services
- Purchased additional textbooks, especially for special students' needs

Personnel

- Addition of special education staff
- Shift of funds to "save" threatened Chapter 1 CLD program
- Staff travel
- Full-time P.E. teacher
- Increase band instructor's time to add classroom music
- Traded 2/5 nurse for full-time nurse's (health) aide
- Full-time librarian
- Special recognition for each teacher
- Combined counselor and nurse position into a wellness teacher
- Full-time developmental movement teacher

Staff Development

- On-site inservice activities

Other

- Re-allocation of reduced Chapter 1 funds

Several respondents observed that no benefits were gained because there was no money, and that valued programs were eliminated without commensurate benefits. Schools with Chapter 1 SBB complained about Chapter 1 cuts and multiple changes in the Chapter 1 allocation, "which caused us to re-do our Chapter 1 budget three times."

One teacher acknowledged that textbook needs had been more adequately met this year, but that "this could have been accomplished without all the time and unpaid effort" required by SBB.

ITEM 2. DO YOU PERCEIVE THAT THERE ARE ADVANTAGES TO SCHOOL-BASED BUDGETING THAT DO NOT EXIST IN A CENTRALIZED SYSTEM?

High School

Response	Number	Percent
Yes	17	55%
No	7	23%
Unsure	7	34%
Total:	31	101%*

*Over 100% due to rounding.

While the majority of high school respondents felt SBB has advantages over a centralized system, several respondents were quick to note that, due to limited funds, the flexibility originally expected from SBB was limited. The capability to set local (i.e. school level) priorities, based on the school's identified needs, was seen as desirable. It was noted by some respondents that the process has led to greater awareness of budget demands and the budget process. Additional autonomy in determining school level budget was also seen as a positive move.

Respondents answering "no" to this question cited "structured," or "cut and dried" decisions on the part of "central office" which served as a barrier to change. Those who were "unsure" cited both advantages and limitations. An advantage was seen in increased communication and understanding among the participants (typically the Program Planning Committee members). However, limited funds and strict mandates regarding how the money is spent were seen as limitations. One principal noted that, "When less money than is needed is available, it becomes very difficult to cut an essential to add somewhere else."

Middle School Responses:

Response	Number	Percent
Yes	45	82%
No	2	4%
Unsure	8	15%
Total:	55	101%*

*Over 100% due to rounding.

Many respondents cited the school's ability to assess and respond to its own unique needs as the primary advantage to SBB. Several teachers and parents added comments regarding the advantage of allowing school-based personnel to "take ownership and responsibility" for school programs and resources. Others observed that allowing school-based decision-making reduces waste, promotes efficiency of operation, and helps school personnel feel they "have a little control over their own destiny." In addition, it was noted that staff members accept change and consequences more readily when such actions are fully understood at the building level.

Other advantages mentioned included flexibility (e.g., the ability to shift money within line item accounts), broader involvement of parents and community members, and next year's planning opportunities. The benefit of the experience of teamwork in setting school goals was listed by several respondents. Also, several teachers cited the value of teacher input into budget decisions.

Additional points of note included one respondent's observations that SBB is especially important in "a district of this size," where "those decision makers who are not in the school on a daily basis may not completely comprehend the school's unique needs." However, one support staff member observed that, although SBB is being given credit for several positive changes in his/her school, the desirable changes were already in place prior to SBB implementation, due to previously implemented creative staffing and scheduling procedures.

Of those ten respondents who did not feel that SBB offers advantages, explanations were given that the inability to accurately predict student enrollment interferes with efficient SBB; that schools were led to believe they would have more budget control than actually occurred; that some friction among staff members had resulted from anxiety regarding which programs may be cut, especially if the money gained will be used to implement a new, "unproven" program; and that principals need greater discretion and control, as well as broader selection of line item categories (such as utilities, etc). One principal expressed frustration with confusing and unclear budget printouts which created more work at the school level.

An isolated plea that vocational programs continue to be funded centrally, and not be included in SBB, was received. Two respondents expressed a "wait until I know more about it" position.

Elementary Responses:

Response	Number	Percent
Yes	30	67%
No	3	7%
Unsure	12	27%
Total:	45	101%*

*Over 100% due to rounding.

Positive comments centered around the view that schools are best able to make program and budget decisions regarding their own needs. Variations on this theme included observations that funds "can be used the way the staff wants," that "no one knows the school's needs better than the staff, students, and parents at that school," and that SBB gives schools a "sense of control and accountability." One elementary parent observed that SBB allows change to occur more quickly and responsively, and one principal acknowledged that "allocations of resources were faster and sooner!"

Seventeen (17) respondents expressed opinions that SBB would have real advantages only if money were available. Some added that they questioned the advisability of SBB in times of declining resources, and some suggested SBB be delayed until a more positive funding climate exists. One teacher strongly urged that current budget allocation procedures be changed to a student-based system, if SBB is to continue. Another stated that the SBB is "of no value," and "a complicated process with excessive paperwork and few constructive results."

Of those respondents who expressed unsure or negative views, four felt the district "is using SBB as a way to shift blame for cuts and discarded programs or staff to the schools." A few (3) expressed doubt that the process is real and suggested that the SBB plan is really being used for public relations purposes. One teacher opined that, "They say we can make our own decisions, but this (SBB) is actually not true...Our budget is handed to us." Another stated that suggestions made by the Program Planning Committee were not or could not be implemented, and that the PPC "is not a real decision-making body."

Four respondents expressed concern for negative effects created by SBB decisions about where cuts should be implemented. One teacher said that, "This is very dangerous, causing factions and in-fighting at the school level." Another observed that "support staff are starting to defend their own positions."

ITEM 3. HAVE YOU EXPERIENCED ANY PROBLEMS IN IMPLEMENTING SCHOOL-BASED BUDGETING? IF SO, PLEASE EXPLAIN.

High School

Eleven (35%) of the high school respondents indicated that no problems had been encountered. The remaining twenty respondents listed problems which could be categorized into three basic areas:

- No "extra" money to consider
- Confusion or lack of information or understanding of the process; unclear procedures
- Early communication problems which caused delays and created confusion. Some central office personnel did not know of or acknowledge the different procedures necessary for SBB schools and non-SBB schools.

Several respondents observed that, "we are new at this," and were optimistic that the problems will be worked out when all participants learn the procedures.

Middle School

Thirty-one of the 55 mid-school respondents, or 56%, had encountered no problems in the implementation of SBB. Of the remaining 24 respondents, over half mentioned difficulties with excessive or difficult bookkeeping requirements.

Problems encountered in implementation of SBB were limited, and fell into several distinct categories:

- A lot of work is required for "minimal opportunity." The time required is demanding; the necessary recordkeeping is excessive and difficult.
- Confusion or inadequate knowledge of guidelines, timelines, limitations, etc.
- Inadequate, confusing, or too infrequent information on budget printouts.
- Changes in funding after original allocations are made, frequently due to changes in enrollments, which cause a "change in the rules of the game."
- Limitations of choice, especially in categories which are not "discretionary," such as classroom furniture, PC's, software, resources and equipment, utilities, and other areas.
- Severely limited pot of money, which requires that, to add program(s), one or more existing programs must be curtailed or eliminated. This restricted funding severely limits flexibility in SBB.

Special problems worthy of note included one teacher's discussion of the school's dilemma created when, using school based budgeting, a teaching position was eliminated in favor of other needs, resulting in the unexpected and unwanted loss of a portable building. This loss was especially critical because the school's plan was to cut down the number of floating teachers by using the "extra" portable.

One support staff member praised his/her principal's financial consciousness, and declared such ability as essential to SBB success.

Elementary

Over half (24 or 53%) of the elementary respondents indicated there had been no real problems, or that they were unaware of any problems, in the SBB implementation process. Of those difficulties listed, most centered around time requirements; inflexibility due to lack of funds or the way funds are allocated; "incredible" paperwork; and the need for additional training, especially for principals and secretaries, in the processes, procedures, and guidelines of SBB.

Time considerations were mentioned frequently by teachers, who noted that the amount of flexibility gained frequently did not justify the time required, especially when "the extra time was not paid and interfered with my time on the task of teaching." Some respondents viewed SBB as an "administrative matter," or "administration specialty." Conversely, however, one support staff member observed that "the initial introduction of parents (i.e., on the PPC) to educational jargon took extra time, but it was well worth it."

Five respondents expressed considerable frustration with repeated changes in the Chapter 1 budget, necessitating the school's revision of it's Chapter 1 budget three times. This problem may have been unique to one specific school, as careful review of the five replies reflects that all five could have come from the same school. The responses did, however, show the concerns of a principal, a parent, and three teachers, each of whom listed the continuing change as problemmatic.

Other problems mentioned included confusion due to unclear role expectations and definitions, problems encountered due to hiring a new secretary during the first week of school, and early difficulties - now remedied - with a specific centralized department.

One principal reported some division of staff over one major PPC staffing change recommendation at the school. A nurse was concerned over the loss of "hard working productive" people who "contributed greatly to....children" and who were cut or kept only part-time due to SBB decisions. Also, one teacher cautioned that, when dropping a staff position, "It is difficult to let people know that (SBB) is not (or should not be) a tool to get rid of a particular staff member."

ITEM 4. DO YOU HAVE ANY SPECIFIC RECOMMENDATIONS OR REQUESTS WHICH SHOULD BE CONSIDERED AS WE PLAN FOR SCHOOL-BASED BUDGETING IN 1987-88?

High School

While many respondents offered specific suggestions, some simply offered comments or observations in response to this item. One teacher observed that (the SBB plan) "seems more like a public relations ploy than real decision-making power." A parent suggested that APS "should abandon the whole idea." However, almost three-fourths (22 or 71%) offered from 1-6 suggestions for consideration in planning for 1987-88.

In general, respondents felt a need for clearer guidelines and improved communications, both from central office and with each other. Several respondents requested increased flexibility in the use of carry-over money (from one year to the next); and also in the movement of funds from one cost account to another. These last two suggestions were somewhat confusing, as the SBB plan currently allows for both.

Other respondents questioned why some areas are not considered (e.g., special education, athletics, etc.), and suggested that more areas be placed under the control or guidance of the principals and PPC's.

Specific suggestions included:

- Allow for inflation
- Give each school a discretionary lump sum
- Establish a "total fund" approach, with flexibility among cost accounts (ex: equipment vs. direct purchase vs. warehouse)
- Provide schools with historical data (i.e., from previous year) regarding expenses of specific programs
- Schedule frequent meetings to review SBB progress and allow schools to exchange information with each other
- Include appropriate secretarial personnel in review meetings

High school principals whose thoughts were reflected in the memo from the High School Principals' Association Chairman to Dr. Mary Nebgen, expressed many of the same thoughts and recommendations as did the respondents to the School-Based Budgeting survey. In the memo, principals from high schools which participated in the pilot year of school-based budgeting offered five specific suggestions for consideration in planning for 1987-88:

1. Schools should be given broader jurisdiction over the operational portions of their budgets, to include utilities and other now-exempted areas.

2. Increased communication with departments which are outside the schools, but which serve in support capacities to the schools, is essential. It is imperative that all appropriate parties understand the varying procedures for those schools which are participating in SBB and those which are not.

3. Concerns of union organizations, e.g., secretary-clerical, CWA, and others must be anticipated and addressed. Commitments made by a school may or may not be honored if they are in conflict with negotiated agreements or union positions.

4. A central source, preferably a liaison officer, should be designated responsibility for providing information and answers regarding budget procedures.

5. Follow-up sessions, where information can be shared among participants as well as from central office personnel to schools, should be offered throughout the year.

Middle School

Specific recommendations for consideration in planning for 1987-88 were offered by 36 of the 55 (65%) respondents. Four suggestions were school-specific, and not of general applicability. Several others offered brief recommendations of few words: "more money," "centralized control of vocational funds," "remain responsible," "remain responsive," "be consistent," or "don't start cutting funds."

Several major recommendations surfaced repeatedly. These centered around the following issues:

- The school's need for more clarity and direction, and especially for additional training in the SBB process. (We need) "more direction as to our limits in what we can and cannot do," was requested by one teacher. "All schools should be instructed in its (SBB) use and implementation," was suggested by another.

- Requests that principals and PPC's be given greater control, wider choices, and broader categories of SBB budget items. Utilities, for example, was suggested as an area where schools might demonstrate efficiency, and be given credit for their savings, ultimately saving the district money.

- Continued broad involvement, especially of teachers, in program and budget decisions. Create situations where schools must "really think about" what they would like to have, and what they are willing to give up.

- Establish opportunities for schools to share with each other; continue inservice and workshops to assist schools in becoming more proficient at SBB. Be certain that PPC members have solid background and understanding of all funds, funding sources, limitations in allocations, etc. "Insure that each school has someone on the PPC who is especially adept at budgeting."

- Keep schools informed - and quickly - when the "rules" change; for example, if certain decisions are made by the legislature.

- Allocate funds on per-student basis, with weighting factor for designated categories of students. Do not generate funds for SBB on old allocation formulas. Allow schools the liberty to reassess needs and modify budgets at mid-year with minimum required approval.

- Create an "emergency fund" category for which schools could apply, to fund special identified needs which cannot be met in other ways, such as updating of broken or antiquated equipment, purchase of textbooks for new students in over-enrollment situations, or other specific PPC goals.

Although it was submitted by only one respondent, a teacher, a special plea was made for "district monitoring to insure that schools are implementing district curriculum."

Elementary

Recommendations for future planning were offered by 32 of the 45 (71%) elementary respondents.

Several requests were made for clarification of procedures and definitions, or additional training. Five respondents asked that computer terminals be provided for all SBB schools, to be used for budget access capability.

Teachers, parents, and community input was applauded and its continuation and enhancement encouraged. One principal noted that "community input is long overdue."

Five respondents appealed to postpone budget deadlines until Chapter 1 allocations are firm. Others expressed distress at Chapter 1 cutbacks and the resultant loss of services to students with special needs.

Three comments were made regarding staffing and funding allocations. One specific recommendation encouraged a per-student basis for allocation, and included the observation that "a full-time or part-time position should not be the basis of allocating funds to a school."

Four respondents expressed strong dissatisfaction with the SBB plan, and urged that the district "Do away with it," "Go back to our old budgeting system," or "Suspend it until more funding is available." Two others indicated they did not see anything wrong with the old system, and felt that the old way was "basically equitable."

The following suggestions were made by individual respondents:

- Implement SBB at the high school level, where there is more flexibility; give middle schools either option; and move very slowly, if at all, at the elementary level.
- Do the planning during out-of-school time and provide a stipend
- Allow schools more options in dealing with pullout programs
- Provide equal allocations for elementary physical education teachers, counselors, and librarians; all three positions are responsible for total school populations.
- Exempt library media budgets from the SBB process, as SBB is devastating to these already inadequate materials. Provide a base allocation and allow SBB to add to it if desired.
- Allow schools choices in purchasing of textbooks (especially for new adoptions) and supplementary materials such as maps, globes, etc.

In addition, a few respondents offered some "don'ts" to be considered:

- Don't expect a school to decide where budget cuts will fall (nurse vs. counselor or supplies vs. equipment)
- Don't use sick leave as an area to save money
- Don't allow take-home cars and trucks, as misuse in this area is costing a lot of money. Stop take-home vehicles and use the money for schools' needs.

SUMMARY

Schools which participated in the first year of the School Based Budgeting Plan were, in general, supportive of the plan and the future potential of SBB.

Although almost one-third of the respondents expressed concern or reservations about SBB, 70% expressed positive views and experiences. Many respondents offered suggestions for consideration in modifying the plan for the 1987-88 school year. In summary, the majority of respondents' views support the continuation of SBB, with some modifications as specified throughout the report.

SCHOOL-BASED BUDGETING SURVEY

Level: ___ Elementary ___ Mid School ___ High School

Position:
___ Principal
___ Support Staff
___ Teacher
___ Parent
___ Student
___ Community Member
___ Other: _____

My school is doing school-based budgeting for:

___ Chapter 1 Only ___ Operational Only

___ Both Chapter 1 and Operational

* *

1. How has school-based budgeting helped you in meeting your school's needs this year? (i.e., did you add special programs or services, did you purchase additional textbooks or supplies, etc.)?

2. Do you perceive that there are advantages to school-based budgeting that do not exist in a centralized system?

___ Yes ___ No ___ Unsure

Please explain.

Over ⟶

3. Have you experienced any problems in implementing school-based budgeting? If so, please explain.

4. Do you have any specific recommendations or requests which should be considered as we plan for school-based budgeting in 1987-88?

Thank you very much for you assistance in this evaluation.
Please return this form to Carol Robinson, PRA,
Monroe Complex, before December 12th.